

Program Outcomes:

Student-teachers will be able to become effective secondary and higher secondary teachers who are capable of responding to the changing needs and challenges of the contemporary Indian society.

Program Specific Outcomes:

1. Student-teachers will display personal and professional competencies for secondary and higher secondary education.
2. Student-teachers will demonstrate an understanding of the psychology of the learner and the processes of learning.
3. Student-teachers will demonstrate an understanding of concept, techniques and tools of educational evaluation.
4. Student-teachers will apply knowledge of ICT competencies necessary for secondary and higher secondary teaching.
5. Student-teachers will demonstrate an understanding of democratic values and spirit of global citizenship.
6. Student-teachers will demonstrate their understanding of innovative and creative techniques of teaching.
7. Student-teachers will demonstrate sensitivity towards the diverse learning needs of learners.
8. Student-teachers will respond positively to challenges in the changing learning environment.
9. Student-teachers will utilize skills for effective classroom communication.
10. Student-teachers will display self-confidence as a teacher in different aspects of the school system.
11. Student-teachers will apply knowledge about contemporary issues in the field of education.

Course Outcomes:

Core Courses: Student-teachers will -

- i) Examine the concept and theoretical perspectives of child development in socio-cultural context.
- ii) Analyse issues and implications of changing family structures and parenting in a pluralistic society.
- iii) Demonstrate their understanding of looking at one's own self, feelings and emotions.
- iv) Articulate their understanding of the concept and types of knowledge.
- v) Demonstrate their understanding of epistemological basis of modern child-centred education.
- vi) Engage in understanding social and cultural influence on education.
- vii) Demonstrate their understanding of curriculum, its determinants, process, evaluation and need for reforms.
- viii) Explain the concept of Learning, factors affecting Learning and various theories of Learning.
- ix) Interpret Cognitive and Constructivist perspectives of learning in the learning process.

- x) Examine their understanding of fundamental concepts of Assessment including essentials and new trends in Assessment.
- xi) Demonstrate their understanding of instruments and records of Assessment, different forms of Assessment, Reporting of Results and Feedback Mechanism.
- xii) Articulate their understanding of Contemporary Indian Society and constitutionally address the various forms of diversity and inequality.
- xiii) Synthesise the role of Policy framework and emerging new trends to cater to the educational needs of the stratified and marginalized groups.

Elective Courses: Student-teachers will -

- i) Demonstrate their understanding of different disciplines and different approaches of interdisciplinary and multidisciplinary learning.
- ii) Explain fundamental concepts, aims and objectives, methods of teaching, principles of teaching and use of learning resources into the pedagogy of teaching school subjects.
- iii) Integrate values of specific subject, contributions made by eminent personalities and new trends into the pedagogy of teaching school subjects.
- iv) Demonstrate their understanding of fundamentals, process and ethics of Action Research.
- v) Examine the various tools and techniques of data collection and analysis, designing, planning and reporting of Action Research.
- vi) Value the role of ethics, sharing and reflection in Action Research.
- vii) Demonstrate their understanding of fundamental concepts of Environmental Education, major environmental issues and history of its development.
- viii) Examine the environmental initiatives, projects and laws for Sustainable Development.

Interdisciplinary Courses: Student-teachers will -

- i) Demonstrate their understanding of gendered roles in terms of gender, gender-bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy, feminism and transgender.
- ii) Examine the influence of social institutions, policies, plans and government schemes for addressing all forms of disparities, inequalities and their inclusion in the society.
- iii) Examine the role of schools, peers, teachers, curriculum, textbooks, Government and Non-Government Organizations in sensitizing society towards inclusion and gender parity.
- iv) Articulate their understanding of the fundamental concepts of Educational and Organizational Management including Systems Approach, Organizational Culture and Learning Organizations.
- v) Demonstrate their understanding of Human Resource Management and Educational Administration; especially in India
- vi) Examine their understanding of Language, its functions, Language diversity in Indian Context and Language Acquisition Theories.

- vii) Demonstrate their understanding of Classroom discourses and transacting Language across various disciplines and content areas.
- viii) Examine ways to nurture Inclusion of children with special needs, different models of Inclusion and policies promoting inclusion.
- ix) Analyse curricular issues, barriers and facilitators for inclusion in classrooms and functionaries in Inclusive settings to cater learner diversity.

Ability Courses: Student-teacher will -

- i) Practice safe and ethical use of ICT in teaching, learning, administration, evaluation and research.
- ii) Practice use of Open Education Resources, Creative Commons, and other ICT based learning resources in education.
- iii) Read and reflect on diverse text forms.
- iv) Create written reflective works.

Audit Courses: Student-teachers will –

- i) Examine their own potential and challenges by engaging in self-reflection.
- ii) Maintain peace and harmony internally and externally by managing conflicts effectively.